

TEACHER & ADMIN EFFECTIVENESS RATINGS IN THE FIRST YEAR THAT COUNTS

WHAT DO WE NEED TO KNOW?



*WRESA Summer Leadership Conference
June 25th, 2013*

PRESENTERS

WE ARE HAPPY TO BE WORKING WITH YOU TODAY!

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AGENDA

- **Part 1 Why EVAAS?**
Leveling the playing field.
- **Part 2 What is used where?**
Composites, Standards, Ratings, oh my!
- **Part 3 What are the Teacher/Admin Effectiveness Reports?**
Understanding the basics.
- **Part 4 So what? Now what?**
How to use the reports in meaningful ways.
- **Part 5 What's changing?**
Improvements... here we come!

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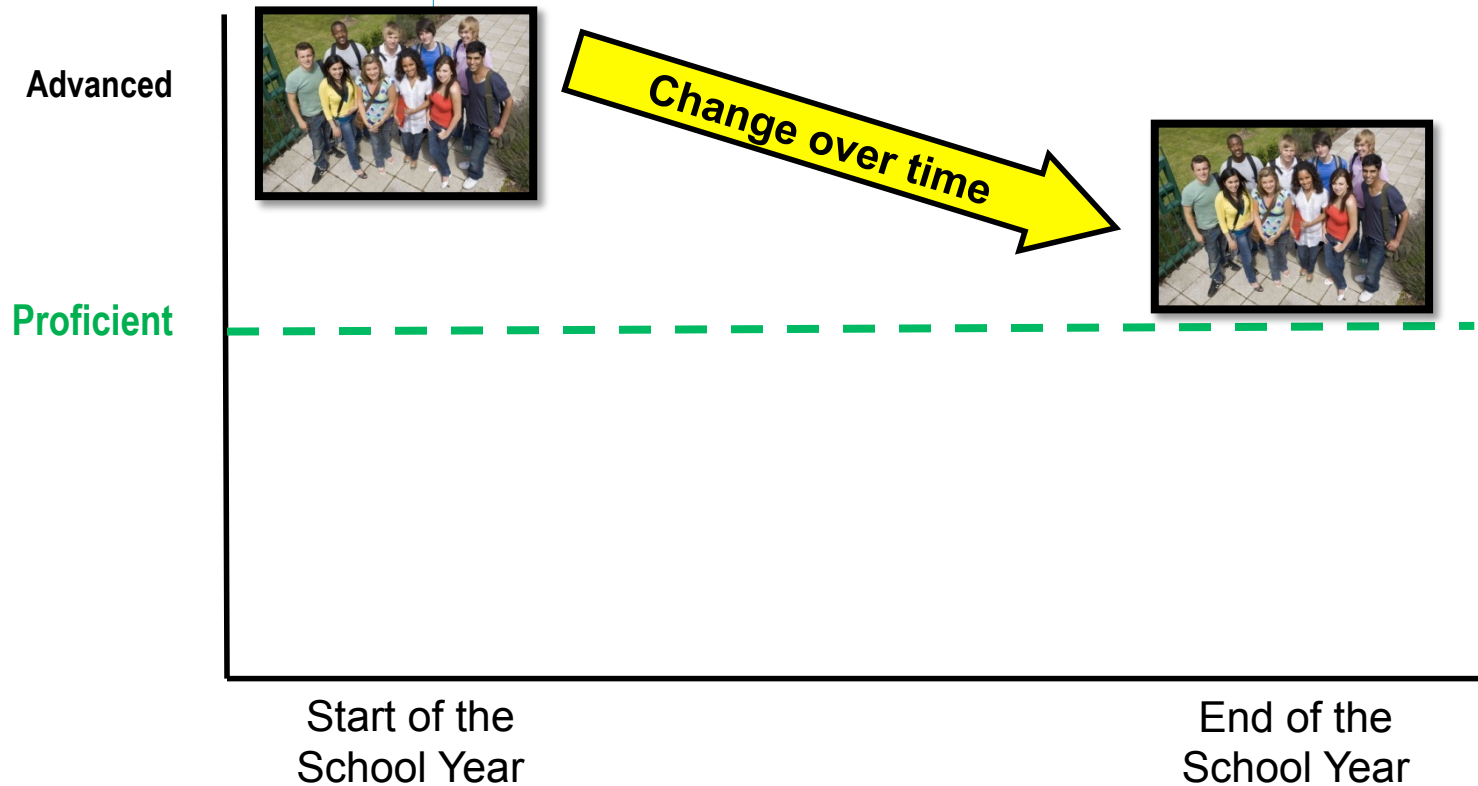
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PROGRESS VS. ACHIEVEMENT

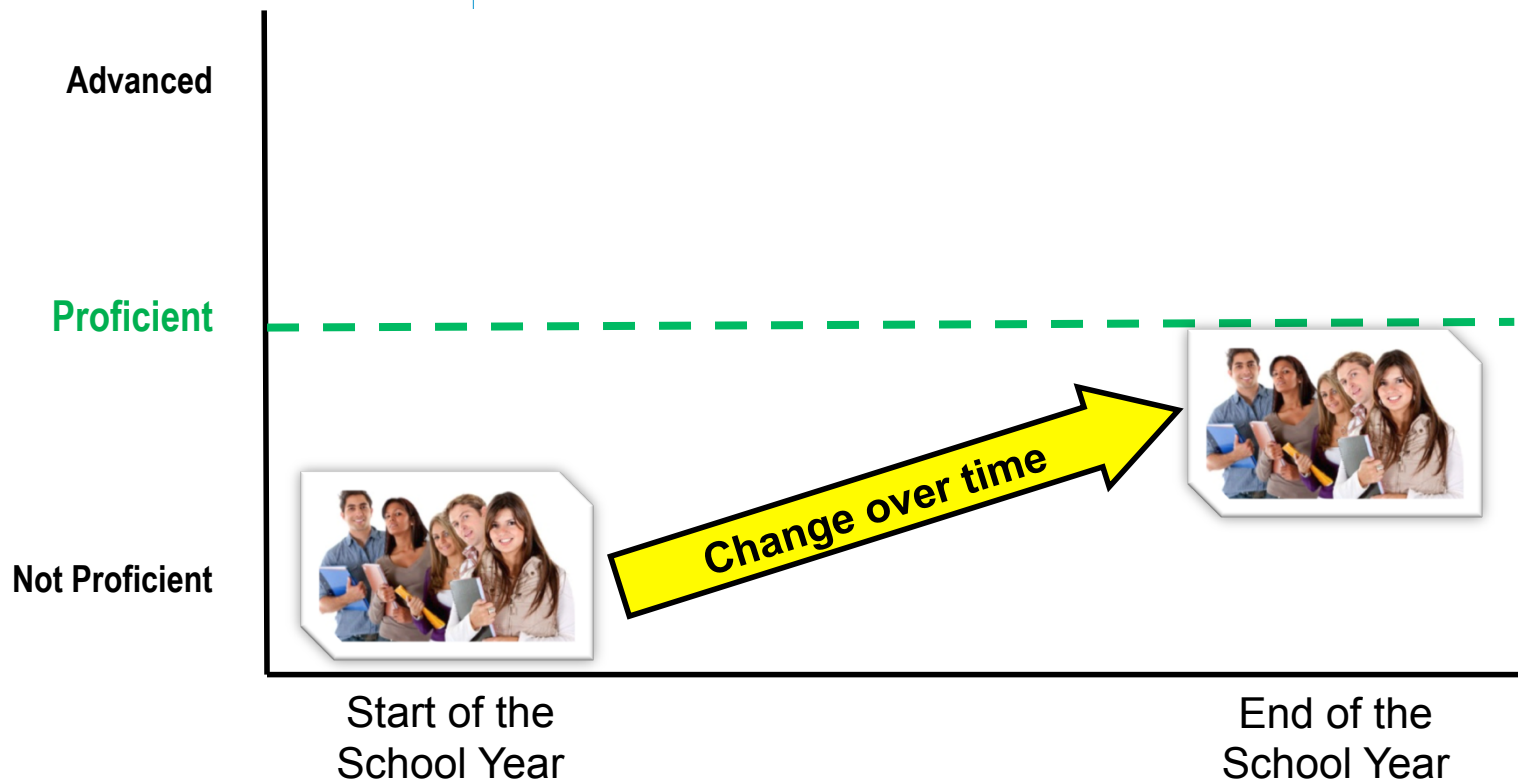
WHEN WE TALK ABOUT PROGRESS, WHAT DOES THAT MEAN?



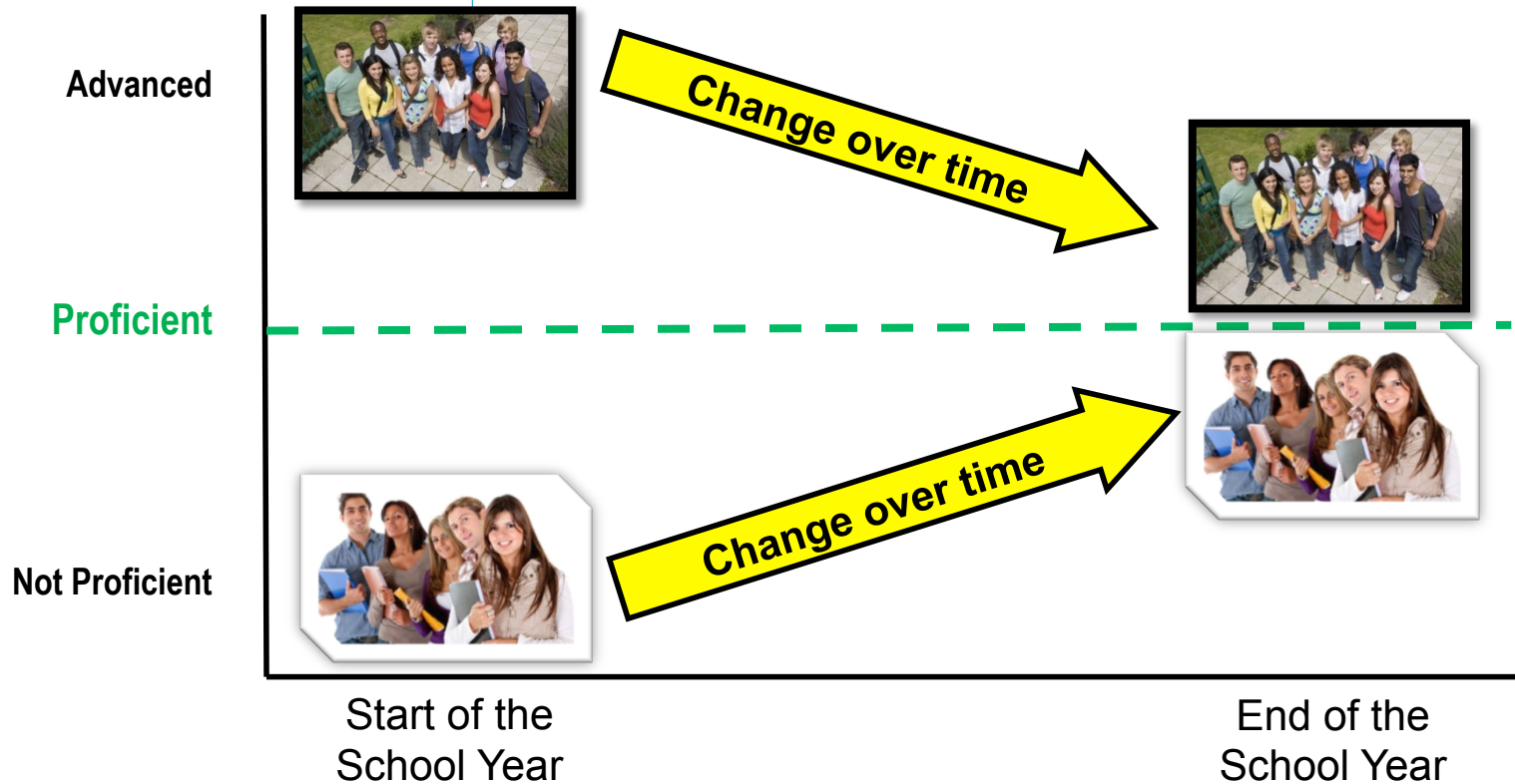
PROGRESS VS. ACHIEVEMENT



PROGRESS VS. ACHIEVEMENT



PROGRESS VS. ACHIEVEMENT



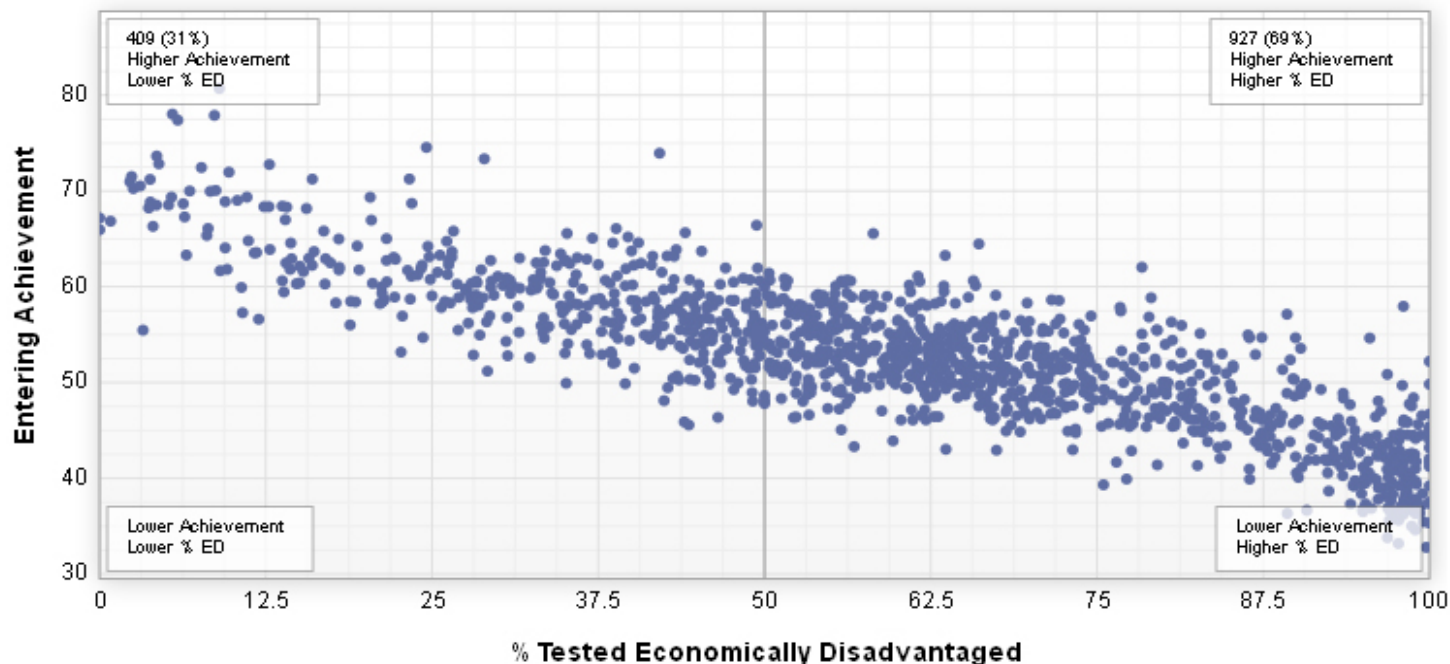
Regardless of their entering achievement level, **students should not lose ground academically.**

POVERTY AND ACHIEVEMENT

Report: Scatterplot Report
Year: 2011

Test/Subject: TCAP Math
Grade: Across Grades

Entering Achievement vs % Tested Economically Disadvantaged



POVERTY AND PROGRESS

Report: Scatterplot Report
Year: 2011

Test/Subject: TCAP Math
Grade: Across Grades

Growth Index vs % Tested Economically Disadvantaged



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COMPOSITES

School Accountability Composite

- EOGs/EOCs only
- Reported to Federal Government
- Will be on the EVAAS Public Website

EVAAS School Composite

- EOGs/EOCs/CTEs/Common Exams
- Will be on the EVAAS Restricted Website

STANDARD 8

Standard 8
for 2011-2012

- EOGs/EOCs only

Standard 8
for 2012-2013

- EOGs/EOCs/CTEs/
Common Exams

The goal is to be inclusive of as many teachers/students at the school as possible.

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TEACHER EFFECTIVENESS REPORTS

VALUE ADDED, DIAGNOSTIC, & DASHBOARD



TEACHER VALUE ADDED REPORT

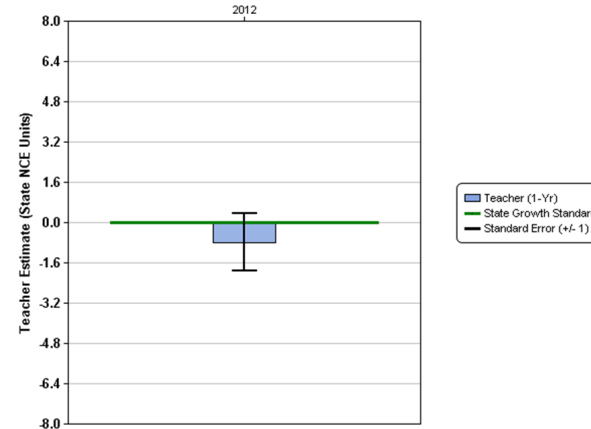
Report: Teacher Value Added
School: Amer Kamfar Middle School
District: Fuzzy Wuzzy Schools
Teacher: SONI LAYNE TOYAMA (117600)
Year: 2012

Test: End of Grade
Subject: Math
Grade: 7th Grade

[View List of Students](#)

Teacher Progress Estimates and Standard Errors				
Year	Teacher Estimate	Std. Error	Index	Level
2012	-0.8	1.1	-0.69	Meets Expected Growth

Teacher estimates are from SAS ® EVAAS ® multivariate, longitudinal analyses using all available data for each student (up to 5 years).



Teacher Estimates and Standard Errors are presented in the chart above. This allows each teacher to compare his or her students' progress with the State Growth Standard.

2012 State Distribution of Teachers (End of Grade Math, Grade 7)	
Level	Nr of Teachers
Exceeds Expected Growth	80
Meets Expected Growth	126
Does Not Meet Expected Growth	61

Rules of Effectiveness Level Determination

Exceeds Expected Growth: Teachers whose students are making substantially more progress than the state growth standard/state average (the teacher's index is 2 or greater).

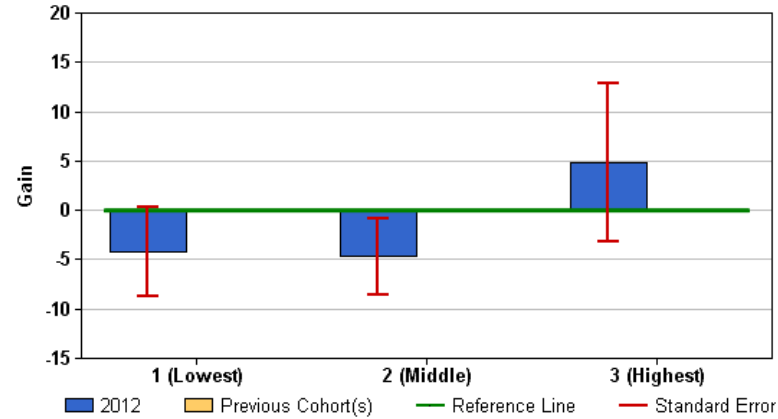
Meets Expected Growth: Teachers whose students are making the same amount of progress as the state growth standard/state average (the teacher's index is equal to or greater than -2 but less than 2).

Does Not Meet Expected Growth: Teachers whose students are making substantially less progress than the state growth standard/state average (the teacher's index is less than -2).

TEACHER DIAGNOSTIC REPORT

Report: Teacher Diagnostic
School: Amer Kamfar Middle School
District: Fuzzy Wuzzy Schools
Teacher: SONI LAYNE TOYAMA (117600)
Year: 2012

Test: End of Grade
Subject: Math
Grade: 7th Grade



			Prior-Achievement Subgroups		
			1 (Lowest)	2 (Middle)	3 (Highest)
Math	Reference Line		0.0	0.0	0.0
	2012	Gain	<u>-4.2</u>	<u>-4.7</u>	<u>4.8</u>
		Standard Error	4.5	3.9	8.0
		Nr of Students	<u>40</u>	<u>20</u>	<u>8</u>
		% of Students	58.8	29.4	11.8
	Previous Cohort(s)	Gain			
		Standard Error			
		Nr of Students			
		% of Students	0.0	0.0	0.0

TEACHER EVALUATION DASHBOARD

Report: 2012 Teacher Evaluation Dashboard

District: Fuzzy Wuzzy Schools

Teacher: SONI LAYNE TOYAMA (117600)

School: Amer Kamfar Middle School

The sixth standard rating is not part of the three years of data used as part of a teacher's overall effectiveness status. The rating for 2011 – 2012 is provided to illustrate how the sixth standard rating is incorporated into the NC Educator Evaluation System. Only data based on the growth of a teacher's own students in his or her own content area count toward the overall educator effectiveness status.

Standard	Status				
Standard One: Teachers demonstrate leadership.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Two: Teachers establish a respectful environment.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Three: Teachers know the content they teach.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Four: Teachers facilitate learning for their students.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Five: Teachers reflect on their practice.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Six: Teachers contribute to the academic success of their students. Fewer Details					
Base Year (2011 - 2012) Individual Teacher Growth: -0.69 School-wide Growth: -0.48 Base Year Growth: -0.63					
Year One (2012 - 2013) Growth					
Year Two (2013 - 2014) Growth					
Year Three (2014 - 2015) Growth					
Three Year Average					
Overall Status					

ADMINISTRATOR EFFECTIVENESS REPORTS

DASHBOARD



ADMINISTRATOR EVALUATION DASHBOARD

Report: 2012 Administrator Evaluation Dashboard District: District
Administrator: Administrator School: School

The eighth standard rating is not part of the three years of data used as part of an administrator's overall effectiveness status. The rating for 2011 - 2012 is provided to illustrate how the eighth standard rating is incorporated into the NC Educator Evaluation System.

Standard	Status				
Standard One: Strategic Leadership	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Two: Instructional Leadership	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Three: Cultural Leadership	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Four: Human Resource Leadership	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Five: Managerial Leadership	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Six: External Development Leadership	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Seven: Micro-political Leadership	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Eight: Academic Achievement Leadership Fewer Details					
Base Year (2011 - 2012) School-wide Growth: <u>-0.86</u> Base Year Growth: -0.86	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth		
Year One (2012 - 2013) Growth	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth		
Year Two (2013 - 2014) Growth	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth		
Year Three (2014 - 2015) Growth	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth		
Three Year Average	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth		
Overall Status	Needs Improvement	Effective	Highly Effective		

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WE'RE IN THIS TOGETHER

PUTTING TEACHER/ADMIN EFFECTIVENESS REPORTS TO GOOD USE



GROUP ACTIVITY

GRAB A PARTNER...

3 Main Tasks

1. Identify highly effective teachers/admins
2. Identify teachers/admins who need support
3. Tips & tricks for talking with teachers/admins about their reports

TASK #1 IDENTIFY HIGHLY EFFECTIVE TEACHERS/ADMINS

Highly effective teachers/admins can be powerful resources for School/district-wide improvement of academic progress.

WITH YOUR PARTNER:

Make a list of ways that your MOST effective teachers/admins could be utilized across the school/district.

TASK #2 IDENTIFY TEACHERS/ADMINS WHO NEED SUPPORT

WITH YOUR PARTNER:

**Make a list of ways that your LEAST effective teachers/
admins could be better supported across the school/
district.**

GROUP ACTIVITY

GRAB A PARTNER...

3 Main Tasks



Identify highly effective teachers/admins



Identify teachers/admins who need support

3. Tips & tricks for talking with teachers/admins about their reports

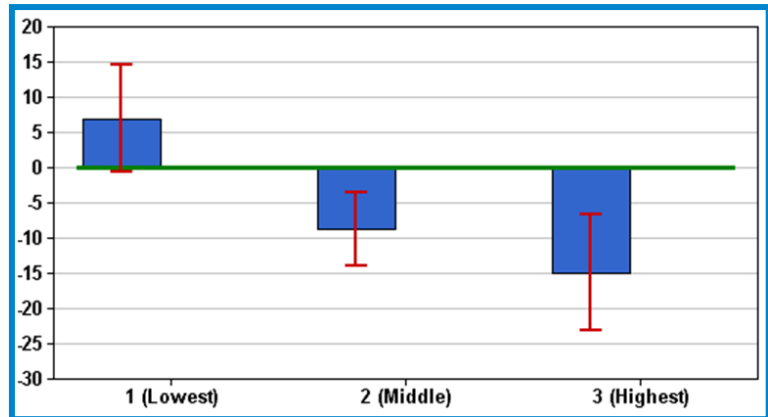
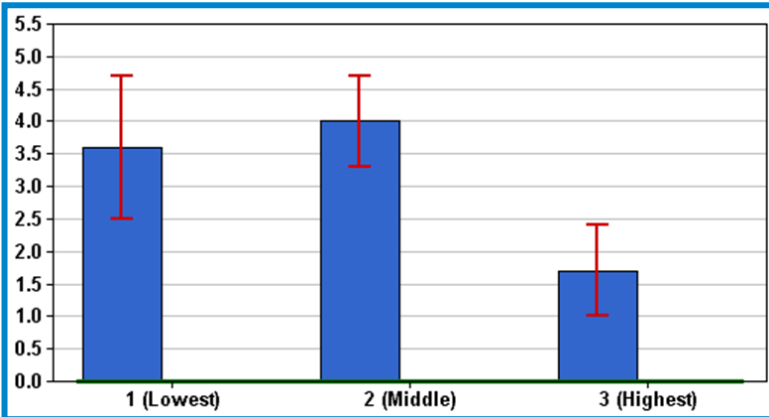
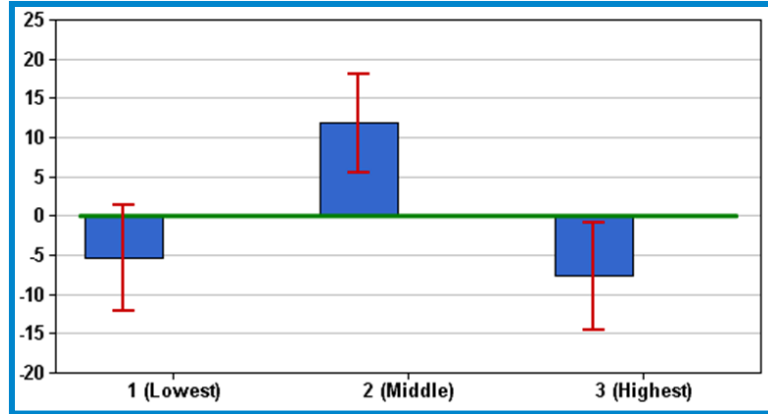
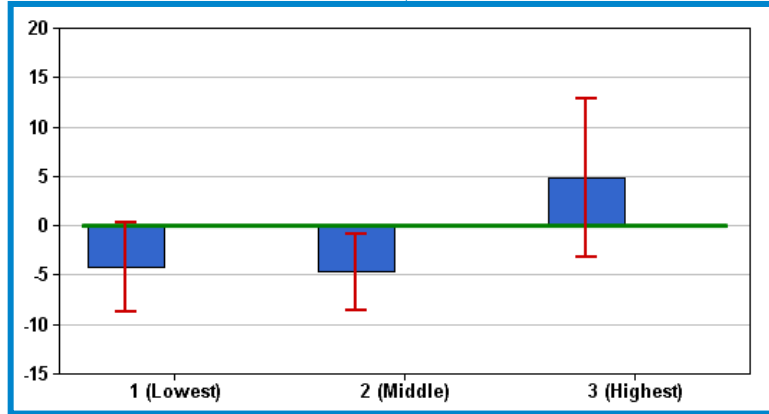
DIGGING DEEPER

USING TEACHER DIAGNOSTIC REPORTS TO INFORM TEACHING ASSIGNMENTS



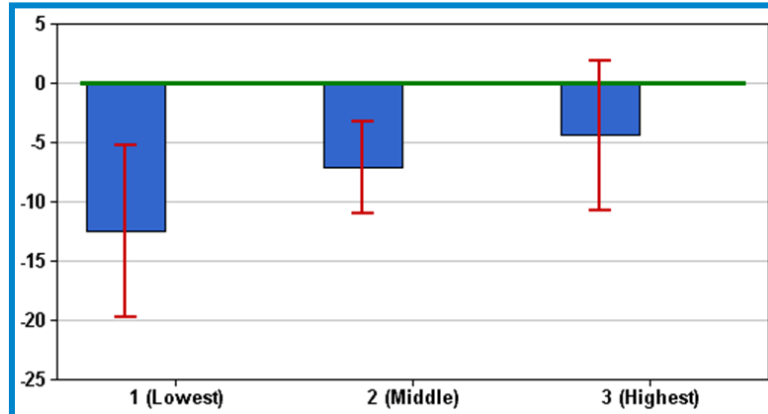
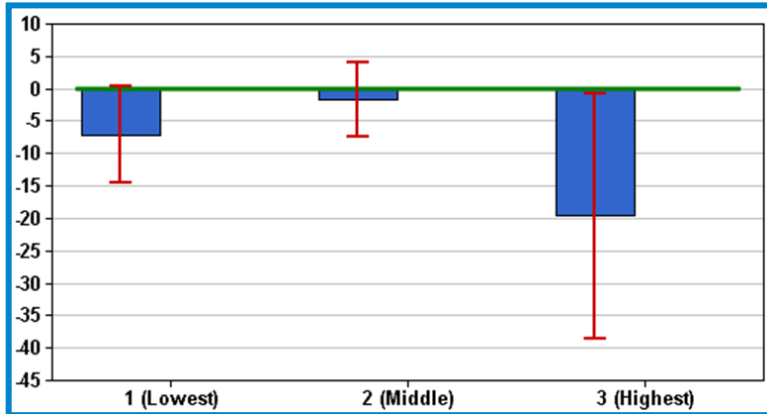
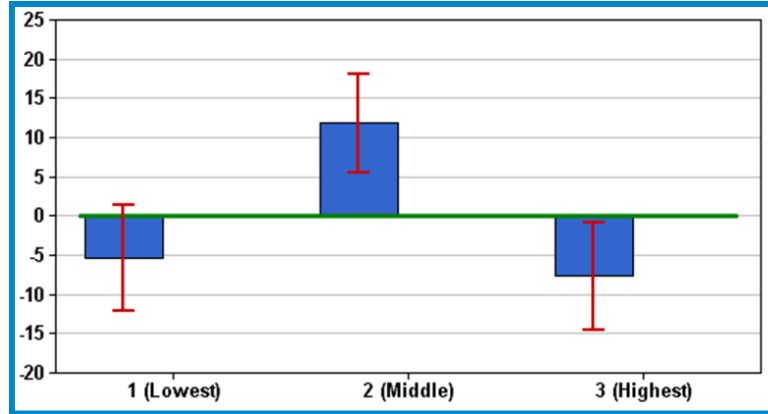
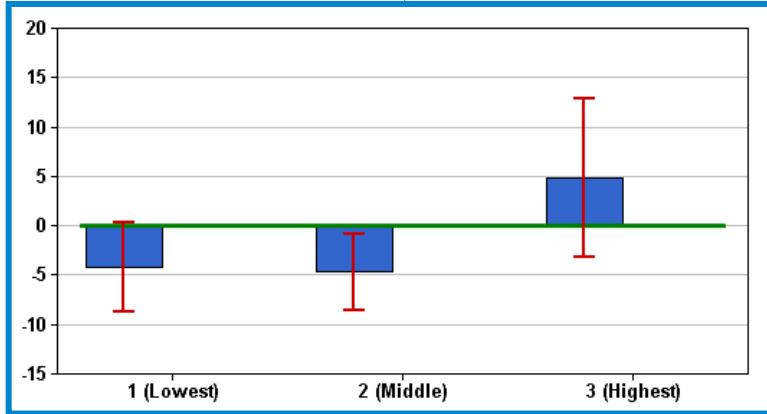
UTILIZE WHAT YOU'VE GOT

IDENTIFYING THE STRENGTHS AND WEAKNESSES OF INDIVIDUAL TEACHERS



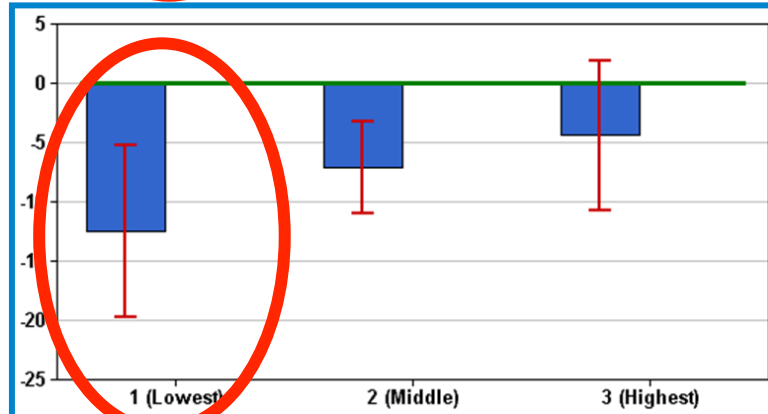
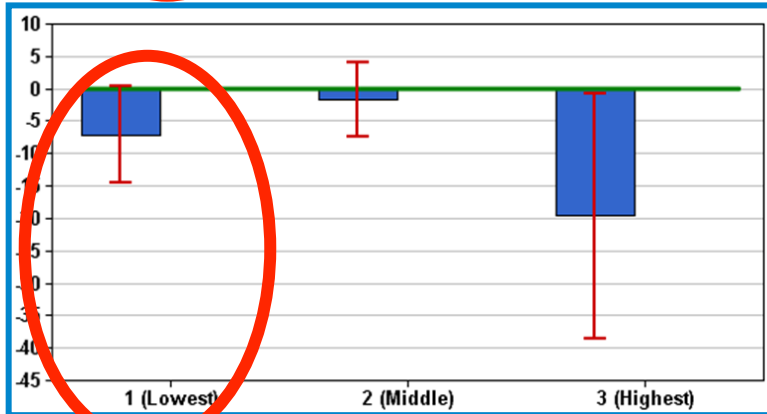
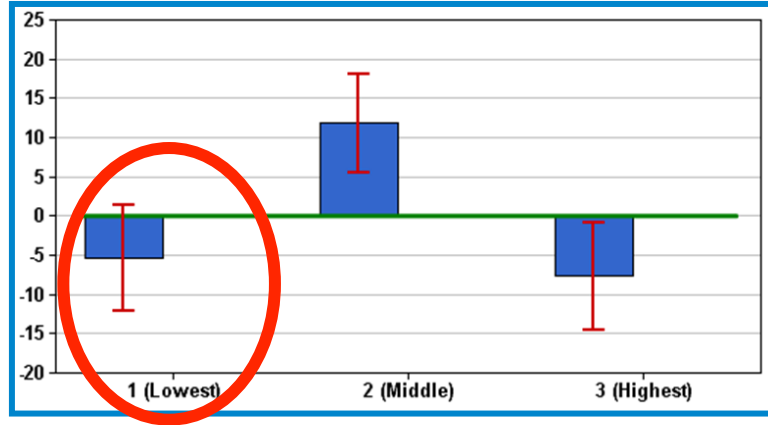
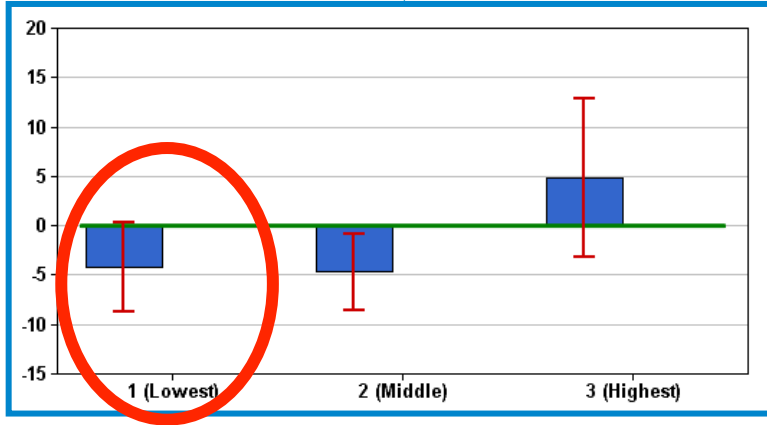
ADDRESS EPIDEMICS

IDENTIFYING SCHOOL-WIDE STRENGTHS AND WEAKNESSES



ADDRESS EPIDEMICS

IDENTIFYING SCHOOL-WIDE STRENGTHS AND WEAKNESSES



GROUP ACTIVITY

GRAB A PARTNER...

3 Main Tasks



Identify highly effective teachers/admins



Identify teachers/admins who need support

3. Tips & tricks for talking with teachers/admins about their reports

TASK #3

TIPS & TRICKS FOR TALKING WITH TEACHERS/ADMINS ABOUT THEIR REPORTS

WITH YOUR PARTNER:

**Make a list of a few questions that you could ask
a teacher/admin to help him/her reflect on the
data, while being supportive.**

- 1. Where would you like to see students making better progress this year?**
- 2. Why do you think students did not make the progress expected/ the progress you'd like to have seen, last year?**
- 3. Given the problem we've identified, what strategies would make a difference for students at that achievement level?**
- 4. Who are the students you are teaching now that would fall within that achievement level?**
- 5. What kind of support do you need to carry out your plan?**

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WHAT'S CHANGING? IMPROVEMENTS... HERE WE COME!

- **Admins' Standard 8**
 - For 2011-2012: EOGs/EOCs only
 - For 2012-2013: EOGs/EOCs/CTEs/Common Exams
- **Teachers' Standard 6 (with a Value Added Report)**
 - For 2011-2012: 70% teacher value added / 30% school value added
 - For 2012-2013: 100% teacher value added
- **Teachers' Standard 6 (with NO Value Added Report)**
 - For 2011-2012: school value added (EOGs/EOCs only)
 - For 2012-2013: school value added (EOGs/EOCs/CTEs/Common Exams)
 - The only data that counts for a teacher's 3 years are data for a teacher, his/her own students, and his/her own content area.
- **Brand new redesigned Teacher Value Added & Diagnostic Reports**

THANK YOU FOR YOUR TIME!



**THE
POWER
TO KNOW®**